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HONDURAS

MIDEH PROJECT 2011-2016

QUARTERLY REPORT
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Acronyms

AIR	American Institutes for Research
AMHON	Honduran National Association of Municipalities
AOR	Agreement Officer's Representative
ASONOG	Association of NGOs
CETT	Centers for Excellence for Training Teachers
COMDE	Consejo Municipal de Desarrollo Educativo (Municipal Committee for Educational Development)
COP	Chief of Party
CSO	Civil Society Organization
DCNB	Diseño Curricular Nacional Básico (National Basic Curriculum)
DIGECE	Dirección General de Evaluación de la Calidad de la Educación
EFA	Education for All
EFA-FTI	Education for All-Fast Track Initiative
EQUIP	Educational Quality Improvement Program
FEREMA	Fundación para la Educación Ricardo Ernesto Maduro Andreu
GOH	Government of Honduras
GSC	Grupo de Sociedad Civil
IDP	American Institutes for Research's International Development Program
INICE	Instituto de Investigación y Capacitación Educativa
M&E	Monitoring and Evaluation
MIDEH	Mejorando el Impacto al Desempeño Estudiantil de Honduras (Honduras Improving Student Achievement Project)
MOE	Ministry of Education
NGO	Non-Governmental Organization
SE	Secretaría de Educación
SBE	Standards-Based Education
STTA	Short-Term Technical Assistance
TCP	Teacher-Citizen Participation Project - EducAcción
TH	Transformemos Honduras
UMCE	Unidad de Medición de la Calidad de la Educación
UNAH	Universidad Nacional Autónoma de Honduras
UPN/UPNFM	La Universidad Pedagógica Nacional Francisco Morazán
USAID	United States Agency for International Development

I. Project Summary Update

The Honduras Improving Student Performance Project (MIDEH Project) finished calendar year 2012 with substantial progress made in all three Program Results during the reporting period October through December. Achievements against performance indicator targets for the entire year were noteworthy, as shown in Appendix A.

The major accomplishments of MIDEH Project this quarter were:

- In the short six weeks to prepare for the end of grade tests, trained 1,425 school directors, district directors and staff, NGO volunteers, and active and retired teachers on the purposes of the student academic evaluation and the guidelines for secure test administration;
- Provided continuous technical advice to the Minister of Education and his senior advisors on strategies and actions to ensure the successful implementation of the historic census-based student evaluation in more than 11,000 public schools covering grades 1-9 nationwide, led by the SE with the collaboration of civil society;
- Concurrent with census testing, administered standardized tests to a representative national sample of an estimated 93,000 students in grades 1-9, achieving 96% of the sample in a secure process that yielded reliable data for reporting on EFA goals;
- Concluded the Psychometrics and Education Evaluation graduate certificate program with the UNAH, equipping 30 Honduran professionals with core competencies in these areas;
- Awarded a sub-grant to the Riecken Foundation and made a disbursement against the first benchmark; approved a second sub-grant to Transformemos Honduras; and
- Accrued estimated cumulative expenses of \$2,136,415 through December 31, 2012 and recorded cumulative cost share of \$197,361.

II. Education Sector Context

Full Government Commitment to Student Academic Evaluation. The outlook for a sustainable national education assessment system improved greatly this quarter with the public commitment of the President of the Republic and the entire cabinet of Ministers to student academic evaluation. The unwavering decision of the Minister to pursue census evaluation as well as external sample-based testing propelled the issue of student assessments to national attention and engaged civil society for the first time as partners in evaluation. The President and his cabinet launched the census testing on Nov. 27, 2012 and on the same day issued a decree which requires annual census and sample testing and calls for broad participation of civil society in monitoring the quality of education. During his speech at the launch of the tests, the Minister announced the intention to extend end of grade evaluation to 10th and 11th grades. At a later date, he also announced that census tests would be applied to all students in private schools during the month of February 2013. The Minister is aiming to firmly root a culture of evaluation in Honduras.

Ministry and Teacher Unions Struggle for Control. Reports in the local press continue to underline the adversarial relationship between the SE and teacher unions as the cause of disorder in the public education system. Government and union dialogue continued off and on without leading to any permanent solution of issues, though in the past few months the

government seems to be gaining stronger control. The Minister of Education was voted the best minister in a poll of 200 top Honduras media operators and journalists in recognition of his efforts to clean up corruption in the school system. He has suspended high school directors accused of corruption, canceled departmental teacher selection committees which are rife with corruption, asked the Tribunal Superior de Cuentas to investigate more than 2,000 school directors for their failure to justify the use of disbursements for “Matricula Gratis”, and demanded the appearance of 620 teachers from the Department of Francisco Morazán at hearings to explain their absence on three school days in August 2012. In October, the Minister suspended automatic payroll deductions from teacher salaries for union dues, which may reduce union control of internal structures of the SE.

Ministry in Financial Crisis. The SE has not been able to pay incentives for volunteer community pre-school educators, student transportation subsidies, teacher salaries and Christmas bonuses, nor to make the transfers for “matricula gratis.” Teacher unions have threatened that if the “matricula gratis” transfers are not made early in 2013, schools will not operate. A basic issue for the Ministry is that many school and district directors inflate the enrollment figures on which the number of teachers assigned and the various bonus, subsidy, and incentive payments are based. At the end of December, the SE launched on-line registration to increase transparency in the registration process.

Fundamental Law for Education still awaiting implementation. The national public education system enters 2013 still lacking implementation of the Fundamental Law for Education. On December 3, the Minister announced that the beginning of a campaign to socialize 18 implementing regulations in a process that will take about three months. The regulations were prepared by an Ad Hoc Committee and submitted to the Congress. The Minister recalled the broad socialization process used for the Law and asserts that a similar process is needed for the regulations. Important to the goals of the MIDEH Project is compliance with Articles 64 and 65 of the Fundamental Law, which mandate complementary legislation to establish a national education evaluation system led by an independent evaluation and accreditation institute.

III. Major Activities Implemented and Progress towards Results

MIDEH Project implementation ran on high speed from October through December due to the intense preparations for the sample based evaluation managed by the MIDEH Project, while providing equally intense technical assistance to the SE for the census based evaluation using the standardized tests developed by the Project. The national sample evaluation was a massive logistical undertaking for the Project and required many volunteers and short-term temporary workers to augment MIDEH Project staff efforts.

Activities are reported here in line with the approved Annual Work Plan for 2012.

Program Result 1: Technical Capacity to Reach EFA Goals under SE Leadership Strengthened

*Activity 1.1 DCNB, Aligned Educational Materials, and School Administered Tests; and
Activity 1.2 System-Wide External Summative Tests*

The majority of the activities for the quarter revolved around the preparation for school administered census tests and external sample based end-of-grade tests.

Training. In the first week of October, MIDEH Project contractor CIDEH delivered the last two sessions on the use of monthly pacing guides and formative tests in San Augustin, Copan and La Paz, La Paz to a total of 112 teachers who were trained 16 hours. Strict compliance with the 2011 SE prohibition against scheduling workshops during weekdays for teachers with classroom assignments is the most serious challenge to training teachers. The MIDEH Project only schedules workshops for classroom teachers on weekends. We are consulting with the Minister on whether weekday training will be allowed for those teachers whose school directors certify that substitutes are available to cover for the teachers in training.

MIDEH Project staff also delivered 16 hours of training on use of monthly pacing guides and formative tests to a total of 381 normal school students in Olancho and Choluteca.

MIDEH staff and municipal training coordinators continued weekend workshops of 8 hours for 284 in-service teachers in seven municipalities on the topics of evaluation and use of end of grade test results to improve instructional quality. The training also served to prepare them for the upcoming national census testing.

By far the largest training effort in this quarter was directed to many different actors who supervised the secure administration of the sample-based tests at the end of November. The persons trained included the directors of the school centers selected for the sample, district directors, and test supervisors who included NGO staff members, EducAcción trainers, municipal volunteers, university students, and retired and active teachers. A total of 1,141 persons were trained for the administration of end of grade tests in Mathematics and Spanish for grades 1-9 for an estimated sample of 93,000 students in the MIDEH sample. Centered on the use of manuals and detailed instructions, the training was designed to standardize test administration and to ensure the security in the testing process required for reliable results.

Appendix B summarizes the training conducted this quarter.

2012 National Student Performance Evaluation. Though the MIDEH Project had been discussing its role and the financing of the sample based tests with the senior officials of the Ministry of Education since late August, a formal agreement with the Minister was not signed until October 17, which left only six weeks to mount a successful and secure sample-based evaluation. The Minister of Education determined that census testing would be implemented on one day, November 27, nationwide, with sample testing from November 26 to 28. There were three scenarios in the national student performance evaluation:

- a. A sample representative at the national level managed by the MIDEH Project (approximately 93,000 students in 756 schools);
- b. A complementary sample representative at the municipal level implemented by EducAcción with technical support from the MIDEH Project;
- c. Census tests, administered to the rest of the public school students in centers not included in the MIDEH or EducAcción Projects' samples, led and coordinated by SE/DIGECE

The historic application of census-based tests generated important successes for Honduras that will have a profound impact on the national commitment to education evaluation. The Minister of Education fully supported the evaluation through public announcements and official directives laying out the purposes and importance of the evaluation, and by engaging the President of the

Republic and the entire cabinet in the process. District supervisors, school directors, teachers and students all participated with a positive attitude. More than a thousand test supervisors have been trained for this and future assessments, and some 6,000 volunteer monitors brought civil society directly into the evaluation process.

For both the sample and census testing, an estimated 96% of the schools collaborated with the evaluation. Costs for the census test were significantly reduced by the introduction of digital test scoring and uploading to a web platform managed by the SE. The use of the web platform allowed each reporting school to generate a preliminary on-the-spot report giving academic performance by grade, content area, block and component. This preliminary report will serve as a diagnostic for school directors and classroom teachers for planning the 2013 school year.

Media coverage of the evaluation was extensive before, during, after the test administration on November 27, focused on the theme of assessment and also highlighting the pedagogical importance of the DCNB support materials and their use in the classroom.

Also notable was the participation and collaboration of civil society, not only through MIDEH and EducAcción partners but from thousands of volunteers who supported the census testing in their communities. The Presidential decree on evaluation specifically enjoins the SE to continue to promote a high level of community involvement in the annual student academic assessments.

The principal success of the 2012 national student performance evaluation was without a doubt the advance made in establishing a culture of evaluation in the educational system of the country, which to date has been less than constant despite the development of formative and summative tests for the SE under earlier USAID-funded efforts. The process of analysis of the test results and production of reports will continue into 2013. The individual school and section reports will serve to identify in which areas of the standards students need greater reinforcement and to promote education improvement plans for schools. The results of the 2012 tests are comparable to the MIDEH-designed end of grade tests administered to national samples in 2007, 2008 and 2010. The results of the 2012 sample evaluation will provide reliable data information to inform national policy and decision-making.

On a special technical note, the Spanish assessments were the most complete ever, since a writing section was included for all grades for the first time. With this addition, the tests measure not only reading comprehension but also skills in written language. By the end of December, some 55 writing “judges” scored an estimated 100,000 writing test items against a standard rubric for grades 1-7, and grade 9. If time and resources are available, grade 8 writing samples will be evaluated in 2013.

Program Result 2: Institutionalizing Educational Quality Inputs

*Activity 2.1 Transferring Technical Capacity to National Institutions; and
Activity 2.2 Financial and Technical Sustainability*

The Presidential Decree on student performance evaluation issued on November 27 and backed by the entire cabinet of ministers was a major step in establishing a permanent and sustainable system of national evaluation. The leadership of the Ministry of Education has been a critical element to draw public attention to the importance of standardized tests as the only reliable tool for measuring student academic achievement, and the need for performance data and evaluation information to better define policies and strategies to improve the quality of education. As the commitment to evaluation and measurement increases, MIDEH Project

assistance to help achieve the financial and technical sustainability of standards-based reforms in Honduras will have even greater impact.

SE/DIGECE staff had participated in test development and test application previously in the census pilot testing in seven municipalities at the end of the 2011 school year. This experience provided a basic foundation for the preparations for the 2012 national census testing, in which the DIGECE staff participated fully in the review of the test blueprints, piloting of test items and socialization of tests with teachers, assembly of the final operative test formats and design of the test manuals and instructions.

The proof of strengthened DIGECE staff capacity was seen in the SE's success in coordinating the massive logistics of the census test application for the 2012 end of grade evaluation. The hands-on experience gained by the Departmental Directors, District Supervisors and School Directors, and teachers and students has prepared the entire public education system for future evaluations. The deliberate efforts by the SE to involve civil society in the test administration will help to guarantee the continuing interest of communities and families in education assessments and the sustainability student performance measurement.

The costs of the 2012 census testing were shared between the Common Fund donors and the SE, which was responsible for movements of staff and distribution of the test booklets to schools. The value of municipal participation and civil society volunteers is not to be discounted, since this collaboration is a cornerstone for system sustainability. The SE mobilization of civil society participation in monitoring the administration of census tests through alliances with local NGOs was rapid and effective. The leading collaborators in monitoring the census tests were Transformemos Honduras, The Association for a More Just Society, World Vision, MOPAWI, and the Confraternity of Evangelical Churches. MIDEH Project civil society partners that collaborated in the oversight of 2012 sample tests included Transformemos Honduras, Fundación Riecken, Proyecto Aldea Global and the Universidad Metropolitana de Honduras.

An important element to ensuring sustainability of standards-based reforms is to use technology to full advantage in order to reduce costs and to increase access. The MIDEH Project continued to apply advanced technology solutions in the digitization of the test responses from students and development of a system to upload the test responses to a web platform where reports for each class section and school were generated. The Info-Technology unit of the SE managed the web platform and reports that nearly 75% of the schools used the electronic submission of test responses, thus eliminating the expense of packing and transporting the test booklets to Tegucigalpa for processing. During the quarter, MIDEH Project technical staff and SE/Info-Technology began work to apply technology solutions to the problem of limited availability of formative tests.

As reported in the last quarter, the MIDEH Project has collaborated on a graduate certificate program in Psychometrics and Education Evaluation with the National Autonomous University (UNAH). This alliance with UNAH has now qualified 30 Honduran professionals in core competencies in psychometrics and evaluations. These new certificate-holders work in the UNAH (Psychology Department, Office of Graduate studies, and the Admissions Office), DIGECE/SE, the judiciary, and as technical staff in both the MIDEH Project and EducAcción. The certificate program will be repeated in March-May 2013. In addition, the MIDEH Project is supporting UNAH's initiative to create a Master's program in Psychometrics and Evaluation. The Project has also trained UNAH Psychology student volunteers to use field survey instruments to monitor educational indicators with the framework of MIDEH Project objectives.

Program Result 3: Strengthening Civil Society Participation in Supporting Education

The highlight of this quarter was the award of the first sub-grant to the Riecken Foundation for a one year program to promote reading for pleasure targeted to first through sixth graders. The program, entitled “Leer Te Lleva Lejos!,” is focused on twelve municipalities with critical education indicators.

The overall objective of the Leer Te Lleva Lejos! program is to promote the participation of residents in rural communities to support improvements in the quality of education for children from 6 to 12 years old, by integrating the Spanish standards into reading for pleasure. To that end the subgrant will strengthen community libraries established by the Riecken Foundation and will support training in the DCNB Spanish standards to volunteer librarians, teachers, and reading promoters. As a complementary activity, the sub-grant supports Foundation activities to organize community leaders and activists around the libraries and bookmobiles to engage in advocacy for education quality improvements.

At the end of the quarter, the Technical Evaluation Committee (TEC) approved a second sub-grant to Transformemos Honduras for the monitoring of 200 days of class instruction in 442 public schools in a national sample. The actual award was made in January 2013 following negotiations and final revisions. Two more applications are being reviewed by the TEC; another two are in the pipeline for early 2013 decisions.

In other activities, the MIDEH Project supported AMHON in providing technical assistance to four municipalities - Santa María, La Paz; Santa Cruz, Lempira, Santa Bárbara, Santa Bárbara; and Dolores Merendón, Ocotepeque – in developing municipal education action plans. The technical assistance included training for local facilitators and the design of a monitoring system to measure progress towards objectives linked to municipal investments to improve the quality of education. Two of the municipalities have established new mechanisms to engage civil society members in the development of municipal education initiatives.

The MIDEH Project concluded an exercise to map over 1,300 community leaders, parents associations and students in order to identify potential collaborators in critical municipalities who could promote the use of the DCNB materials and the use of evaluation data and educational statistics in decision-making. In the mapping process, the MIDEH Project made contact with 16 civil society organizations that work in the education sector and showed interest in future collaboration.

MIDEH Project staff is active in the group of organizations led by FEREMA which is preparing a national communications campaign on “Educación es Primero”. The Project will ensure that local communications activities carried out by recipients of sub-grants will align with the national education media campaign once it is launched.

IV. Opportunities, Constraints and Corrective Actions

The end of grade evaluation was an unparalleled opportunity to strengthen the culture and practice of evaluation in Honduras, starting at the central level of the SE. Though at first we had doubts regarding whether DIGECE would actually take control of the census testing, the commitment and sense of ownership demonstrated by the SE and leadership of DIGECE through all levels -- departmental, district, municipality, and school -- was remarkable. The performance by the Info-Technology unit (supported by MIDEH experts) was also notable in the design of tools and training in the use of the web platform for monitoring the data from school-

administered tests. All this points to the great potential for Honduras to advance in student academic assessment by applying cost-saving and efficient technology.

The census tests generated an opportunity for active participation of school directors, teachers and parents in monitoring the performance of students. In past years of sample testing most of the persons involved identified the process as the “MIDEH tests”. That erroneous label disappeared this year and the SE identity prevailed as it should. Many parents spent the few weeks before the tests helping their children to reinforce the themes and standards established in the DCNB. School-administered tests are very economical. A rough estimate of cost per student for the census test application and test processing is less than one US dollar.

The SE has committed to annual census and sample tests and looks forward to extending student evaluation to tenth and eleventh grades in 2013. The MIDEH Project is well positioned to support the SE. The MIDEH Project already has test items for Mathematics and Spanish in the items bank that can be validated in a pilot in May 2013 and used in the construction of operational tests for grades 10 and 11 for the end of grade evaluation in November 2013.

The most troublesome obstacle to the efficient implementation of the 2012 sample evaluation was the decision of the Common Fund donors not to allow the MIDEH Project to directly manage the budget resources allocated for the sample. The administrative-financial procedures of the SE were too slow and complicated to allow rapid contracting and purchases that were needed immediately, given that the agreement with the SE was signed only six weeks before the test administration.

The SE decision to administer end of grade tests both for the sample and for the census on the same date was a potential threat to the reliability of the sample results. It is recommended that the external sample be administered a week or two before the census test in the future. The MIDEH Project and SE senior staff have reviewed the entire evaluation process and formulated recommendations for improving the next evaluation and identified best practices to preserve.

The failure to establish the independent evaluation institute was cited in previous progress reports as a constraint to moving forward with Program Result 2. The MIDEH Project had adopted the strategy of training groups or individual professionals to eventually take the lead in the standards-based reforms, especially in the evaluation functions. Even though there were revived prospects of legislation being enacted for the establishment of an institute, the Project is focusing on the current operators, that is, the SE units of DIGECE and Info-Technology, for capacity building, and will include other SE units such as INICE and Curriculum as appropriate.

V. Coordination with Other Actors

Coordination with other education stakeholders during the quarter is described throughout this report. Given the relationship and shared program objectives with EducAcción, MIDEH's most frequent coordination efforts are with AIR's companion project and with our main counterpart, the Ministry of Education, especially in this peak period for national student evaluations.

The end of grade census and sample testing required constant coordination with the senior officials of the SE, consultations with the donors in the Common Fund, and engagement with many civil society organizations such as Transformemos Honduras, Universidad Metropolitana, Aldea Global, Visión Mundial, and the Association of Private Universities.

MIDEH Project staff worked in coordination with other organizations mentioned in the description of activities above, including AMHON and the recipients and applicants for sub-grants. Of special note is the alliance with the UNAH promoting the formation of Honduran professionals through the certificate program and development of a Master's program in Psychometrics and Evaluation.

It merits repeating that since the MIDEH Project does not have a direct relationship with the MERECE donor group we rely on information about other donor issues and activities received from the USAID representative. We would appreciate USAID to continue this channel of information especially as negotiations of the 2013 POA for EFA are discussed. It is important for USAID to advocate for funds to be allocated for the 2013 census and sample tests, and for the printing of formative test booklets as a high priority. Past studies on associated factors to student performance prove that the faithful use of formative tests can result in a 5% improvement in student performance each year. The fact that printing of the 2012 census and sample tests in the facilities of IHER (Instituto Hondureño de Educación por Radio) cost only about 60% of the printing costs of private companies opens the door to achieving high impact on student academic performance with a relatively modest investment in the range of \$300,000 to \$400,000 for formative test booklets for grades 1-11.

VI. Activities Planned for next Quarter

A. End of Grade Testing: Activities for the next quarter will focus on data analysis and report production, as well as socialization of the 2012 National Evaluation results at the local level. The Minister of Education is expected to present the National Evaluation Report at a formal event on February 18, at which the USG will be recognized for its long-time support to the process of educational reforms contributing to improvements in the quality of education. Reports for the sample will be produced at the national, municipal, school and class section levels.

Planning for 2013 end of grade testing will begin in February with collaboration with DIGECE to develop and revise test specifications, and the implementation of workshops in March to develop new test items in Mathematics and Spanish for grades 1-9.

B. Capacity-building: Accompanying the Info-Technology Unit of the SE, which has a leading role in processing test results and producing reports for census tests, will be a top priority early in the next quarter. The MIDEH project has committed to applying an institutional diagnostic tool to various units of the SE in order to determine a baseline value for measuring progress in building technical, managerial and financial capacity in the SE to sustain the standards-based educational reforms initiated by the MIDEH Project. The diagnostic has been informally discussed with the Minister's advisor, Dr. J. Miguel Perez, and is included in the MIDEH Project Annual Work Plan for March.

Capacity-building in technical areas of psychometrics and evaluation will continue through another offering of the Certificate program to be delivered by AIR experts and UNAH faculty in four weekend modules beginning in March and concluding in May.

C. Training: MIDEH Project has requested a joint planning session with INICE in early February to lay out priorities in teacher training based on the results of the 2012 end of grade tests. Throughout March, MIDEH Project will socialize the 2012 test results and train district directors and Project municipal training coordinators on use of data and education statistics in a series of workshops at the regional level. Training of normal school faculty on the DCNB

materials will extend to the normal schools in La Esperanza, Gracias and Tegucigalpa this quarter.

The MIDEH training coordinator, who formerly held a position as a manager in a teacher union, has proposed orientation sessions with officials of the six unions on the results of the 2012 evaluation and the use of education statistics and data to develop education improvement plans. The MIDEH Project does not know how many of the union leaders will accept the offer but presents this as a major innovation in building system sustainability.

D. Civil Society: Engagement with civil society via socialization of evaluation results, technical support to priority municipalities and award of additional sub-grants will form the core activities for the coming quarter.

At least three sub-grants are expected to be awarded in the next quarter and first disbursements will be made before the end of March. MIDEH Project staff will “market” the sub-grants program in all events with civil society and municipalities, aiming at new sub-grants aligned to Project priorities in building the practice of evaluation and use of educational statistics and test result data in local level education improvement plans.

A celebration of the first award to the Riecken Foundation will be held in Santa Maria de la Paz on February 20, 2013. USAID and SE officials are cordially invited as honored guests.

E. Project management and expenditures: MIDEH Project submitted final revisions to its 2013 Annual Work Plan to the AOR and is awaiting approval. Discussions with SE regarding office space for the Project will continue now that the end of grade test application has finished. All staff positions are filled and no changes are anticipated. Projected expenditures for January through March are estimated at \$300,000 for regular operations and activities, and an additional \$100,000 for disbursements for sub-grants.

VII. Financial Summary

At the end of December 2012, the estimated project pipeline stood at \$2,663,585 after a new obligation of \$2.8 million made on November 2, 2012. The incremental funding was timed to cover the surge in expenditures for end-of-grade test administration in November and December.

The MIDEH Project has documented \$197,361 in cumulative cost share from partners including municipalities, NGOs, the SE and counterpart funding from the Common Fund for the sample-based 2012 end of grade tests. This total for the year will increase when the final accounting is made of the Common Fund and GOH financing of census-based tests for 2012 and of the contract for the printing of formative tests and instructions for an estimated 380 schools, which was funded by the IDB-funded Primary Education Integrated Technology project.

Pipeline Summary Quarter October through December 2012

Pipeline at the beginning of quarter	\$ 380,528
New funds Obligation	\$2,800,000
Estimated expenses during the reporting period	\$ 516,943
Pipeline at the end of the quarter	\$2,663,585

Estimated expense burn rate for next quarter	\$ 400,000
Estimated quarters of pipeline	5*

* The estimate of quarters of pipeline remaining is not a simple linear calculation since expenditures vary over the year with peaks expected in sub-grant disbursements and pilot testing mid-year and extraordinary costs of end of grade tests in the last calendar quarter.

Appendix A. 2012 Annual PMP Indicators

The MIDEH Project normally presents quarterly results for three indicators on number of persons trained (minimum 2 days equivalent) but in this report, cumulative results for 2012 for all PMP indicators are reported as of December 31, 2012.

MIDEH Project: Performance Indicators						
Assistance Objective: Better Educated People						
Intermediate Objective	No	Indicator		Baseline	2012 Target	2012 Result
Improved Quality of Educational Delivery Systems	1	Proportion of students who, by the end of the primary cycle, are able to read and demonstrate understanding as defined by a country curriculum, standards or national experts		23%	28%	February 2013
	2	Proportion of students who, by the end of the primary cycle, are able to perform math operations and demonstrate understanding as defined by a country curriculum, standards or national experts		5%	12%	February 2013
	3	Percent of students achieving satisfactory or above ratings on standardized tests in Spanish and Math in Grades 1-6		Spanish: 37% Math: 28%	Spanish: 42% Math: 35%	February 2013
Improved Efficiency of Educational Delivery Systems	4	National repetition rates for grades 1-6	Grade 1	8.34%	5.4%	9.55%
			Grade 2	6.78%	3.5%	6.35%
			Grade 3	5.25%	3.0%	5.12%
			Grade 4	3.43%	2.1%	3.45%
			Grade 5	2.00%	1.0%	2.04%
			Grade 6	0.62%	1.0%	0.60%
	5	National dropout rates for grades 1-6		1.14%	0.6%	1.10%
	6	National Average Number of School Days in Session		152	165	186*
	7	Annual GOH expenditures for student academic performance evaluations and measurement		0	\$ 1.1 Million	\$ 1.4 Million
	8	Percent Capacity of a National Institution or Institutions to Manage a National Standards-based Education Evaluation System		TBD	-	-
	9	Number of administrators and officials successfully trained with USG support		0	275	291

*Source: Honduran Ministry of Education

Intermediate Objective	No	Indicator	Baseline		2012 Target	2012 Result
More Effective Teaching	10	Number of teachers/educators/teaching assistants who successfully complete in-service training or received intensive coaching or mentoring with USG support	0		1,350	1,926
	11	Number of teachers/educators/teaching assistants who successfully complete pre-service training or received intensive coaching or mentoring with USG support	0		400	957
	12	Percentage of teachers of grades 1-6 who use pacing guides, diagnostic and formative assessments	0		-	56.7%
Increased Community Involvement	13	Number of municipalities in which community, civil society and local government organizations use evaluation data for monitoring and decision-making	0		40	March 2013
	14	Percentage of mothers and fathers surveyed who monitor school and student performance	0	Total	-	68%
				Men	-	69%
				Women	-	63%
Notes						
<p>➤ Indicators 1, 2 and 3 correspond to the end-of-grade testing that took place on November 27th 2012. Results for these indicators will be available in February 2013.</p> <p>➤ Data for indicator 6 was obtained via the Ministry of Education. In 2013 the Project will enter into an alliance with civil society group “Transformemos Honduras” in order to monitor the average number of school days within a nationally representative sample of schools. This will ensure higher levels of validity and reliability for this indicator.</p> <p>➤ The baseline for Indicator 8 will be constructed in March 2013 as stated in the Project’s Performance Monitoring Plan.</p> <p>➤ Indicator 13 involves a two part data collection process. The first involves implementing a survey on organization’s use of education statistics and academic achievement results. The second includes cross-checking whether responses within questionnaires correspond to municipal education plans or organizational operating plans. The Project is currently processing data and following up on local municipal councils and district education directors who have failed to provide their operating plans as means of verification. Results for this indicator are expected to be available in March 2013.</p> <p>➤ In 2012 the baselines were constructed for indicators 12 and 14; as a result no 2012 targets were set for these indicators.</p>						

Appendix B: In-Country Training Conducted during the Quarter

The Cooperative Agreement requires that a list of all in-country training be included in the quarterly report including dates, topics covered, and number of participants. This is separate from the TraiNet reporting which includes cost estimates.

MIDEH PROJECT Training October 1 through December 31, 2012

Training for In-Service Teachers on End of Grade Tests						
Female	Male	Total	Department	Municipality	Dates	Hours of Training
41	12	53	El Paraíso	Guinope	5-oct-12	8
19	11	30	El Paraíso	Oropolí	6-oct-12	8
26	18	44	Olancho	La Unión	6-oct-12	8
34	9	43	Choluteca	Marcovia	6-oct-12	8
20	18	38	Lempira	Talgua	6-oct-12	8
19	24	43	Lempira	La Unión	6-oct-12	8
19	14	33	Lempira	La Virtud	7-oct-12	8
50	34	84	La Paz	La Paz	6 -7 oct-12	16
27	1	28	Copán	San Agustín	1 & 3 oct-12	16
255	141	396	Total			

Workshops on Formative Tests for Pre-Service Teachers (Normal School Students)						
Female	Male	Total	Department	Municipality	Dates	Hours of Training
128	59	187	Olancho	Juticalpa	9 - 10 October	16
138	56	194	Choluteca	Choluteca	18 -19 October	16
266	115	381	Total			

Training for School Director on the End of Grade Sample and Test Procedures						
Female	Male	Total	Department	Municipality	Dates	Hours of Training
23	10	33	Atlántida	La Ceiba	21-nov-12	8
84	30	114	Choluteca y Valle	San Marcos de Colón	22-nov-12	8
29	25	54	Colón	Tocoa	22-nov-12	8
72	57	129	Comayagua	Comayagua	23-nov-12	8
25	18	43	Copán	Santa Rosa	21-nov-12	8
36	14	50	Cortés	San Pedro Sula	20-nov-12	8
56	29	85	El Paraíso	Danlí	20-nov-12	8
123	62	185	Francisco Morazán	Tegucigalpa	22-nov-12	8
12	8	20	Intibucá	La Esperanza	24-nov-12	8
27	22	49	La Paz	La Paz	23-nov-12	8
107	96	203	Lempira	Gracias	24-nov-12	8
21	27	48	Ocotepeque	Ocotepeque	22-nov-12	8
42	36	78	Olancho	Juticalpa	21-nov-12	8
23	27	50	Santa Bárbara	Santa Bárbara	20-nov-12	8
680	461	1141	Total			